

Report on the Review of the South Carolina Social Studies Curriculum Standards



Presented to the
South Carolina Education Oversight Committee
January 2004

INTRODUCTION

The South Carolina Education Accountability Act of 1998 establishes an accountability system for public education that focuses on improving teaching and learning so that students are equipped with a strong foundation in the four primary academic disciplines and a strong belief in lifelong learning. Academic standards are used to focus schools and districts toward higher performance by aligning the state assessment to those standards. The implementation of quality standards in classrooms across South Carolina is dependent upon systematic review of adopted standards, focused teacher development, strong instructional practices, and a high level of student engagement. Pursuant to Section 59-18-360 of the Education Accountability Act, the Education Oversight Committee and the State Board of Education are responsible for reviewing South Carolina's standards and assessments to ensure that high expectations for teaching and learning are being maintained.

"The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. All academic areas must be initially reviewed by the year 2005. At a minimum, each academic area should be reviewed and updated every four years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee for its consideration. After approval by the Education Oversight Committee, the recommendations may be implemented. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, must examine the standards and assessments system to determine rigor and relevancy."

In the fall of 2003, the cyclical review of the South Carolina Social Studies Curriculum Standards was completed. This document presents recommendations for modifications to the 2000 South Carolina Social Studies Curriculum Standards from the Education Oversight Committee. These recommendations were compiled under the advisement of three review teams: a national review team of social studies educators who worked with national or other state organizations; a parent, business, and community leaders team drawn from various geographical areas in South Carolina; and, a special educator team drawn from the various school districts in South Carolina. At the same time that these three committees were meeting, the State Department of Education assembled a team of social studies educators from around the state to also review the standards.

It is important to note that the adopted South Carolina Social Studies Curriculum Standards represent the work of many educators, and that this review of the standards was undertaken to identify ways in which their work could be strengthened and supported. The Education Oversight Committee expresses its appreciation to those educators and commends their utilization of national source documents and their belief in the achievement of all students. The Education Oversight Committee intends to enhance the work of school level educators and, ultimately, to ensure that all students are knowledgeable and capable.

I. CYCLICAL REVIEW PROCESS

The review of the South Carolina Social Studies Curriculum Standards began with focus on the accomplishment of goals articulated in the Education Accountability Act (EAA) of 1998. The legislation specifies: "The standards must be reflective of the highest level of academic skills with rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level." (Article 3, 59-18-300)

The Standards Operating Procedures for the Review of Standards (SOP) agreed upon by the State Department of Education (SDE) and the Education Oversight Committee (EOC) during the summer 2003 were followed for this review. A time line established during the summer outlined the time frame in which the required review teams were to review the standards adopted in early 2000 by the end of fall 2003. The SOP also outlines the steps to be taken to revise the current standards should the completion of the reviews indicate that revision is needed. A copy of the SOP is provided in the Appendices.

A. CRITERIA DESCRIPTIONS

The South Carolina Social Studies Curriculum Standards Review Process followed by all four review teams emphasized the application of the criteria addressing comprehensiveness/balance, rigor, measurability, manageability, and organization/communication. SDE representatives, district and university curriculum leaders, and EOC staff collaborated to identify the standards review criteria. Decisions on the criteria to be used were based on a comprehensive review of professional literature, and the goals for the standards review as specified in the Education Accountability Act of 1998. The identified criteria were each applied through the four review panels: (1) leaders in the discipline drawn from across the nation; (2) social studies educators from South Carolina's education community; (3) special educators from South Carolina's education community; and (4) parents, business representatives, and community leaders.

CRITERION ONE: COMPREHENSIVENESS/BALANCE

The criterion category for Comprehensiveness/Balance is concerned with how helpful the South Carolina Social Studies Curriculum Standards document is to educators in designing a coherent curriculum. The criterion is directed at finding evidence that the standards document clearly communicates what constitutes social studies content, that is, what all students should know and be able to do in social studies by the time they graduate. The criterion includes consideration of the following areas:

- The standards address essential content and skills of social studies.
- The standards are aligned across grades as appropriate for content and skills;
- The standards have an appropriate balance of the content and skills needed for mastery of each area in social studies; and
- The standards reflect diversity (especially for ethnicity and gender) as appropriate for the subject area.

CRITERION TWO: RIGOR

This criterion calls for standards that require students to use thinking and problem-solving skills that go beyond knowledge and comprehension. Standards meeting this criterion require students to perform at both national and international benchmark levels.

- Standards should focus on cognitive content and skills (not affect);
- Standards should be developmentally appropriate for the grade level;
- Standards should include a sufficient number of standards that require application of learning (application, analysis, synthesis, and evaluation);
- Standards should be informed by the content and skills in national and international standards; and,
- Standards should be written at a level of specificity that will best inform instruction for each grade level.

CRITERION THREE: MEASURABILITY

Knowledge and skills presented in the standards are assessable for school, district and state accountability. The primary element of measurability is:

- The content and skills presented in the standards should be assessable (are observable and demonstrable).

CRITERION FOUR: MANAGEABILITY

This criterion applies to instructional feasibility, that is, whether the complete set of social studies standards at a particular grade level can reasonably be taught and learned in the class time allotted during one year. A format commonly agreed upon is that approximately 80% coverage of the intended curriculum is reasonable, allowing for student mastery of content. The primary element of manageability is:

- The number and scope of the standards for each grade level should be realistic for teaching, learning, and student mastery within the academic year.

CRITERION FIVE: ORGANIZATION/COMMUNICATION

The Organization/Communication criterion category stipulates that the expectations for students are to be clearly written and organized in a manner understandable to all audiences and by teachers, curriculum developers, and assessment writers. Organization includes the following components:

- The content and skills in the standards should be organized in a way that is easy for teachers to understand and follow;
- The format and wording should be consistent across grades;
- The expectations for student learning should be clearly and precisely stated for each grade; and,
- The standards should use the appropriate terminology of the field but be as jargon free as possible.

B. PANEL MEMBERSHIP

This cyclical review of the 2000 South Carolina Social Studies Curriculum Standards was conducted by the following four panels during October, November and December 2003.

The national review team members consisted of recognized leaders in social studies education, who have participated in the development/writing of national and state social studies standards. As national leaders on social studies standards all have reviewed a number of state social studies standards. Comments and recommendations included in this document are based in part on *Effective State Standards for U. S. History: A 2003 Report Card* (2003), *Educating Democracy: State Standards To Ensure a Civic Core* (2003), *Expectations of Excellence: Curriculum Standards for Social Studies*, (1994), *Geography for Life: National Geography Standards* (1994), *National Standards for Civics and Government* (1994) *National Standards for History* (1996), classroom experiences, knowledge of students' developmental stages and an understanding of expectations for student learning in the area of social studies. Members of the team received the materials for the review in early November and participated in a telephone conference call that provided them instruction in the process of the review. After a four-week independent review period, the members of the panel met in Columbia (two participated via conference call) and over a two-day period produced through consensus, a set of findings listed later in this document. Members of the National Review Panel included:

- Esther Dunnegan, North Carolina Department of Public Instruction, Council of State Social Studies Specialists (CS4)
- Paul Gagnon, Boston University, American Federation of Teachers
- Lewis Huffman, Delaware Department of Education, National Council for the Social Studies (NCSS)
- Sheldon Stern, educational consultant, former historian JFK library, Fordham Foundation
- Dennis Younger, educational consultant, Council on Basic Education

Each school district was invited to recommend members of their respective communities to serve as members of the Social Studies Parent/Business/Community Leader Review Task Force. Seventeen

parents, business representatives and community leaders participated in the cyclical review process. Task force members attended a one-day information session in late October conducted by Paul Horne of the staff of the EOC and attended by James Bryan, the Education Associate for Social Studies at SDE. The task force reconvened two weeks later and through discussion reached consensus on insights and specific recommendations about the 2000 South Carolina Social Studies Curriculum Standards. Members of the task force included:

Linda Anderson, Gaston	Dennis Brock, Kingstree	Cindy Coker, Columbia
Debbie Demarco, Marion	Debra Frederick, St. Matthews	Ann Harmon, Batesburg-Leesville
Richard Harper, Pickens	Charlotte Heaton, Walterboro	George McDaniel, Charleston
Ken Nelson, Darlington	Delores Osborne, Camden	Phaedra Queen, Dalzell
Robert Rogers, Marion	Tracy Spearman, Clinton	Vernon Tanner, Hemingway
M. L. Tripp, Florence	Maverick Wilson, Bishopville	

Each school district also was invited to recommend members of their respective special education communities to the Social Studies Special Education Review Task Force. Twenty-two special education teachers and specialists participated in the cyclical review process. Task force members also attended a one-day information session in late October conducted by Paul Horne of the staff of the EOC. The task force reconvened two weeks later and through consensus provided insights and specific recommendations about the 2000 South Carolina Social Studies Curriculum Standards. Members of the task force included:

Ouida Black, Cowpens	Mary Bryant, Timmonsville	Patricia Carson, Greenville
Susan Cauthen, Lancaster	J. Cindy Clark, Orangeburg	Robert M. Culp, Batesburg-Leesville
Susan Finley, Easley	Liz Furmanek, Moncks Corner	Emily Gaskin-Gagne, Simpsonville
Mary Ginn, Laurens	Nancy Johnsen, Hartsville	Robert Johnson, St. George
Clyde Kimrey, Jr., Bennettsville	Theresa Koesterer, Myrtle Beach	Tasha Louis, Kingstree
Ellen Mackie, Clinton	Deborah Martin, Hampton	Theodore D. Mauro, Pendleton
Sharon Moss, Sumter	Cindi Nixon, Columbia	Jean Schwartz, Allendale
Donna Scoggins, Johnston		

The State Department of Education also gathered a group of social studies educators from around the state. This group consisted of classroom teachers from all grade levels, university professors, curriculum specialists, administrators, and State Department of Education personnel. Meeting in October 2003, the state review team followed the same criteria as the three review teams conducted by the EOC. A list of participants and the findings and recommendations from the state review team can be found in the Appendices.

C. THE STANDARDS DOCUMENT

The 2000 South Carolina Social Studies Curriculum Standards are organized by grade level and within each grade level in four content strands as follows:

Strand I	Time, Continuity, and Change: History;
Strand II	Power, Authority, and Governance: Government/Political Science;
Strand III	People Places, and Environments: Geography; and
Strand IV	Production, Distribution, and Consumption: Economics.

These content strands identify what students will learn in each grade, K-12. The standards document also includes a set of Process Standards for each strand as well as a set of Process Standards for Communicating in Social Studies. Examples of the Process Standards for each strand follow below:

Strand I	Distinguish between past, present, and future time.
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Strand II	Analyze reasons for acts, occurrences and trends.
Strand III	Prepare maps to display geographic information.
Strand IV	Identify the benefits and costs of owning a car.
Communicating	Develop a research question.

Furthermore, the 2000 South Carolina Social Studies Curriculum Standards includes a section titled "Guidelines for Elective Courses" in which guidance in the five elective courses of Psychology, Sociology, Law-Related Education, Anthropology, and Science, Technology, and Society. Many high schools offer classes in these five areas.

The 2000 South Carolina Social Studies Curriculum Standards document also contains sections on teaching and learning, professional development and teacher education, assessment, instructional materials and resources, and systemic support for social studies, and a bibliography and glossary.

II: ISSUE WITH THE STANDARDS PRIOR TO THE REVIEW

Several issues with the 2000 South Carolina Social Studies Curriculum Standards developed after the adoption of the standards in spring of 2000. The primary issue that developed after the release of the document was a concern on the part of a portion of the high school social studies teachers in the state that United States history should not be split between eighth and eleventh grade. They raised several concerns including a belief that eighth grade students do not possess the cognitive development needed to fully understand the Constitution and the importance of its development and the need to teach all of United States history on the high school level. Proponents of the split United States history disagree that eighth graders are not ready cognitively for the study of the Constitution and that there is far too much United States history to cover in one survey course.

III: FINDINGS

The discussion below summarizes reviews of panel members, and presents consensus findings and examples for each criterion.

A: COMMENDATIONS

1. The document contains standards in the areas of civics, economics, geography and history that are considered essential to the social studies.
2. The standards are relatively free of jargon or education-eze.
3. The document is well organized and easy to read.
4. The process standards are clear and easy to understand.
5. The standards are derived from the national standards for social studies, history, geography, civics and government and economics.
6. The total standards document contains a section on teacher preparation/professional development, a glossary, and a section on assessment.

B: CONCERNS COMMON TO ALL REVIEW PANELS

1. The use of four strands is overwhelming in nature and, therefore, the four strands should be integrated into one set of standards. The four primary disciplines of history, political science, geography and economics could be noted in some fashion when the discipline is being covered under

a standard. (Each strand has standards in each grade level. In second grade, there are 56 standards overall, divided into seven history, twelve government/political science, twenty geography and seventeen economics standards.)

2. The process skills presented at the beginning of the standards chapter (Chapter 2) are not presented in a consistent manner across the strands.
3. There are too many standards at each grade level and the presence of such a large number of standards also may lead to unrealistic expectations of students on locally and/or state administered assessments.
4. The organization of the standards suggests that a spiraled curriculum was intended. In some cases that intent is clear (e.g. the transition from U.S. History to 1877 in 4th grade to U.S. History to the Present in 5th grade) and in other cases the intent is not as clear cut (the Introduction to Social Studies in grades K-2).
5. Coverage of world history and world geography in grades 6, 7, 9 and 10 is inadequate with standards that are vague and in need of clarification.
6. Although Chapter 1 of the current standards document contains a section on diversity, the topic is dealt with unevenly and sometimes superficially throughout the standards. There is a lack of gender diversity overall and there is no reference to individuals with disabilities.
7. There is uneven distribution of expectations across the grades, repetition without growth in some areas, and lack of development of expectations at some grade levels.
8. In many cases, the document would more clearly communicate content expectations with examples of the content standards. (Ex. In grade 1 the statement "name the historical figures, events, and national symbols that exemplify values and principles of American democracy" is made. Which historical figures, events and national symbols should be presented? All of them? Which values and principles are to be depicted?)

C: ADDITIONAL FINDINGS OF THE NATIONAL REVIEW TEAM

1. There are assessable standards at most grade levels, but many of the standards need specificity to help the teacher know what will be assessed.
2. There are too many types of standards (e.g. process, content, general, specific).
3. The development of an introduction or course description for each course or grade level would help focus the standards for teachers and parents.
4. The split of United States history between the eighth and eleventh grades can remain without jeopardizing student instruction and understanding; however, providing a series of "post hole" topics with "barbed-wire" strands of continuity from 1775 through the end of the 19th century would alleviate the need to review all of United States history taught in earlier grades prior to the eleventh grade. ("Post holes" would be topics like causes of the American Revolution, the Articles of Confederation, adoption of the Constitution, development of political parties, reform movements of the 1840s, and causes of the Civil War. "Barbed-wire" strands would be reoccurring themes like democracy, westward expansion and slavery).
5. The period of United States history following the end of Reconstruction (1877) to the beginning of World War I (1914) is covered only superficially in grades 3, 5, 8 and 11.

6. The creation of Pre-K standards would alleviate the overcrowding of standards in grade K-2.
7. The standards are often not age-appropriate in grades K-5.
8. There is a lack of specificity in grades 6, 7, 9 and 10 regarding the teaching of world history and world geography.
9. There is no management of the “isms” of political science and economics (communism, fascism, etc.) in relation to democracy and capitalism.
10. The standards lack an organizing concept, such as the development of democracy, which would help focus the standards to be taught.
11. The process standards should be used as the basis of activities to be used to teach the standards.
12. The courses taught as electives and set apart in the standards document (psychology, sociology, law-related education, anthropology and science, technology and society) should be integrated into the primary standards. These courses could be used to increase the presentation of diversity.
13. The glossary should be placed immediately after the standards and terms present in the glossary should be printed in bold the first time they are mentioned.
14. The role of technology, both as content and as an instructional tool, is unclear.
15. The ongoing implementation of these revised standards must be accompanied by changes in state assessment and professional development for both pre-service and active teachers.
16. Adequate time to put the standards into action must be provided prior to any use of testing results for accountability purposes.

D. ADDITIONAL FINDINGS OF THE PARENT/BUSINESS/COMMUNITY LEADER REVIEW PANEL

1. The standards are verbose and unrealistic in the amount of material to be covered each year.
2. The standards are comprehensive and rigorous.
3. Teachers should be provided more information on the PACT test and items should be released for both teacher and parent review.
4. More specific detail on content is needed throughout the document.
5. The process standards as written are not applicable to all levels of students.
6. There is too much economics in grades K-2.
7. There is repetition of standards, especially in economics, from grades K-12. The wording should be changed to eliminate duplication.
8. The addition of an appendix containing a list of appropriate authors and titles of fiction and non-fiction works would help the teachers and the public know which literary pieces should be used to achieve the Reading/Literature standards.

E. ADDITIONAL FINDINGS OF THE SPECIAL EDUCATION REVIEW PANEL

1. The number of application standards needs to be increased to address diversity among the student population. Additional application standards could be provided by integrating the process standards in with the content standards or by providing examples of activities to accomplish the process standards in relation to the content.
2. The standards need more specificity, which could be provided through a curriculum document that would identify and perhaps prioritize people, places and events to help focus the standards for teachers dealing with multiple levels of students with disabilities.
3. The Office of Early Childhood should be involved in the development of standards for pre-K-3.
4. The relationship of the social studies standards to other disciplines, such as science and English/language arts, should be identified.
5. The format of the standards needs to be changed to allow for greater clarity and made more parent friendly.

F: CRITERIA-BASED FINDINGS AND RECOMMENDATIONS

Listed below are the specific findings based on the criteria presented earlier in this report. Findings reached by the National Review Team are marked "N", those reached by the Parent, Business, Community Leader Task Force are marked "P", and those reached by the Special Educator Task Force are marked "S". Findings reached by all three groups are marked "ALL".

1. Comprehensiveness/Balance

Findings	Recommendations
<ul style="list-style-type: none">• The standards, in general, reflect essential social studies content and skills but lack sufficient specificity to implement. ALL• There are too many standards. ALL• There is much repetition of standards across the grades. ALL• Overall, the document is comprehensive and the unifying concepts are seen as strengths. ALL• The standards lack sufficient specific references to diversity, especially with regard to gender, Native Americans and individuals with disabilities. ALL• The standards lack content on the period 1877-1914 in grades 3, 5, 8 and 11. N	<ul style="list-style-type: none">• Provide specifics for the standards that are too vague, including a curriculum document for each grade. ALL• Integrate the four strands into one and identify within the standards where each discipline is addressed. ALL• Spiral the standards to provide for less repetition but increased expectations. ALL• Look to social studies standards documents from Alabama, California, Maryland and Indiana for guidance on integration of the four strands into one set of standards. N• Provide more specific references to diversity in the document, perhaps through use of specific people, events or examples, but not as separate standards. ALL• Add specific detail to cover the era, especially the rise of Jim Crow and segregation. N

<ul style="list-style-type: none"> There is a lack of focus on world geography and world history in grades 6, 7, 9 and 10. N 	<ul style="list-style-type: none"> Leave grades 6 and 7 as early world history and world geography, respectively, and require all students to take two years of world history in grades 9 and 10; or, divide world history between grades 6, 7 and one course in high school. As an example, the breaks for the various courses could be: 6th- World History through 1000. A. D.; 7th grade – World History from 1000 A. D. to 1650; High School – World History 1650 to the present. N
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2. Rigor

Comments	Recommendations
<ul style="list-style-type: none"> Rigorous, though some standards are written in a manner that makes them not measurable ALL There are too many standards for mastery. ALL There is a lack of “synthesis” expectations. N The standards are vague in many areas and not specific enough. ALL Many of the standards are not age appropriate, especially in grades K-5. ALL 	<ul style="list-style-type: none"> Look to social studies standards documents from Alabama, California, Maryland and Indiana for guidance. N Integrate the four strands into one set of standards. ALL Spiral standards and make sure all standards are age appropriate. N Provide specific examples for standards in the form of individual names and events. ALL Spiral standards and move inappropriate standards to another grade or delete. ALL

3. Measurability

Comments	Recommendations
<ul style="list-style-type: none"> As written, most statements are measurable; however, there is concern that many of the standards are not measurable as written because they are too broad. ALL 	<ul style="list-style-type: none"> Ensure that all expectations are measurable. Provide more specificity and reduce the overall number of standards per grade. ALL Provide teachers with more information on PACT and release PACT items. ALL

4. Manageability

Comments	Recommendations
<ul style="list-style-type: none"> Too many standards and expectations and not enough depth. ALL 	<ul style="list-style-type: none"> Reduce number of topics per grade; decide on specific concepts to address in each grade; build on previously introduced concepts and skills instead of repeating earlier standards. ALL

<ul style="list-style-type: none"> • The four strands, as presented, are overwhelming, and teachers cannot implement all standards. ALL • Overlap/repetition present from grade to grade. ALL 	<ul style="list-style-type: none"> • Integrate the four strands into one set of standards. ALL • Eliminate overlap/repetition to allow for depth and streamline document. ALL
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5. Organization and Communication

Comments	Recommendations
<ul style="list-style-type: none"> • Current organization adequate, but sheer number of standards makes document, by grade level, overwhelming. ALL • Some standards are verbose, others are vague. Look closely at repetition. ALL • Basic document needs supporting curriculum guide. ALL • The glossary needs to be more useful. ALL • Found to be jargon free; appropriate use of terminology; consistent wording across document. ALL 	<ul style="list-style-type: none"> • Integrate the four strands into one set of standards. ALL • Provide specific examples for standards in the form of individual names and events; edit standards for clarity and verbosity. ALL • Develop a curriculum guide to accompany the standards and have it ready when the standards are published. ALL • Bold words in the glossary the first time they are used in the standards; move the glossary to right after the standards in the document.

III. EOC RECOMMENDATIONS

The recommendations that are listed below are based on the detailed review of the South Carolina Social Studies Curriculum Standards and are supported by the evidence and detailed comments that appear in the criteria-based and individual task force findings included in this report. A conversation with the SDE Office of Curriculum and Standards was held in mid-December and there was general agreement about these recommendations.

1. The new social studies standards document should integrate the present four strands into one set of standards. The four disciplines of history, civics/government, geography and economics can be marked within the standards.
2. The new standards should be developed around a theme or lead discipline in order to reduce the number of standards and provide an overall focus for the social studies program. One suggested theme by the national review team was the development of democracy.

3. The number of standards for each grade level should be reduced to improve the manageability of the content, resulting in greater student learning.
4. Diversity in the document should be increased, especially in regards to gender, but it should be presented as integrated in the standards rather than as stand alone items.
5. Integrate the courses listed as electives into the document as part of the overall standards.
6. The content and scope in world history and world geography in grades 6, 7, 9 and 10 needs to be clarified with more specificity and designated courses to ensure that all students are provided the opportunity to learn essential content in these two areas. World history is the one area that consistently has been found lacking by national reviews of the South Carolina Social Studies Curriculum Standards.
7. The content regarding the period 1877-1914 in U. S. history in grades 3, 5, 8 and 11 should be rewritten to include more specifics on the rise of Jim Crow and segregation.
8. There should be thorough development of several specific concepts and skills in each grade rather than superficial treatment of all concepts and skills across all grades.
9. The standards, especially in grades K-5, should be reviewed and rewritten as necessary to make sure the content and skills expected are age appropriate.
10. An End of Course Test should be developed for all required high school social studies courses and a course should be identified in either the ninth or tenth grade for all students to take in order for the social studies to be included, as required by law, on the Exit Exam.
11. The ongoing implementation of these revised standards must be accompanied by:
 - Changes in state assessment so that what is assessed is aligned with what is to be taught;
 - An intensive set of professional development activities for both teachers and administrators that broaden both awareness of and capacity to implement these standards;
 - Widespread encouragement and support to adopt newer curriculum materials that are better aligned with the content and process standards.
 - An intensive effort to instruct pre-service teachers based on the contents of the standards.
 - Development of supplemental/support documents and materials for use in the classroom to assist teachers in instructing students towards learning the standards; this would include a curriculum guide and an adaptability document for special education teachers.

APPENDICES

APPENDIX A

Standard Operating Procedure for the Cyclical Review of the South Carolina PreK-12 Academic Standards and for the Development of New Academic Standards

**Prepared by Staff of the South Carolina State Department of Education (SDE)
and Staff of the South Carolina Education Oversight Committee (EOC)**

**May 2002
(Revised June 2003)**

Education Accountability Act of 1998 (EAA)

Article 1 General Provisions

Section 59-18-120. As used in this chapter:

(6) – ‘Academic achievement standards’ means statements of expectations for student learning.

Article 3

Academic Standards and Assessments

Section 59-18-300 - The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography) and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for benchmark courses in mathematics, English/language arts, social studies, and science...

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina’s schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

I. Purpose and Use of State-level Academic Standards*

- Academic standards define the common knowledge and skills that all children should know and be able to do.
- Academic standards are clear, complete, and comprehensible for all audiences: educators, policy makers, and the general public.
- Academic standards serve as the basis for decision-making and educational policy development.
- Academic standards serve as the basis for an objective and reliable statewide assessment.
- Academic standards provide the foundation for the development of curriculum at the district level.

II. Generic Specifications for Academic Standards*

- The content and skills described in the standards reflect the recognized essential concepts and basic knowledge of the discipline.
- The standards are rigorous (that is, both demanding and precise) and require students to apply, analyze, synthesize, and evaluate.
- The standards are clear, jargon free, and appropriate for each grade level.
- The standards are written at a level of specificity that will best inform instruction, neither so narrow as to be trivial nor so broad as to be meaningless.

- The standards reflect an appropriate balance of content and skills.
- The format makes clear how content and skills develop across grades (vertical alignment).
- The number and scope of the standards for each grade level is manageable for teaching, learning, and student mastery within an academic year.
- The standards are aligned with national and world-class standards.
- The standards provide the basis for the development of statewide assessments.

*Based on criteria from the Fordham Foundation, American Federation of Teachers, and the EOC for the review and revision of standards.

III. Process for Cyclical Review and Update of K–12 Academic Standards

Section 59-18-360 - The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. All academic areas must be initially reviewed by the year 2005. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee for its consideration. After approval by the Education Oversight Committee, the recommendations may be implemented. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, must examine the standards and assessment system to determine rigor and relevancy.*

**On June 5, 2003, the General Assembly passed Senate Bill 3361 to amend Section 59-18-360 of the 1976 Code, as added by Act 400 of 1998. Bill 3361 changed the review cycle from four years to seven years.*

SDE and EOC staff will determine jointly a cyclical review schedule for preK–12 (current) academic standards in accordance with the South Carolina law. (See suggested review schedule on page 10.) When the time arrives for the cyclical review of a discipline, the following steps will occur.

Review of Standards

1. SDE and EOC staff will establish jointly a schedule of activities.
2. SDE will identify a state panel to review the standards. The panel will consist of state experts in standards, testing, early childhood, special education, and the discipline under review.
3. EOC staff will identify a review panel from national educators and/or education groups to include experts in assessment.
4. EOC staff will identify a review panel from South Carolina parents, community leaders and business leaders.
5. EOC staff will identify a review panel of South Carolina special education teachers.
6. The three EOC panels and the state panel will meet concurrently to review the current standards in question and report recommendations for needed revisions. SDE and EOC staff will be invited to all review team meetings held by the other agency.
7. EOC staff will prepare a report on the review of the standards under review by the three external panels. SDE will prepare a report on the review of the standards by the state panel and submit this report to the EOC.
8. The report, including recommendations for changes to the standards document, will be presented to the Academic Standards and Assessments Subcommittee (ASA) of the EOC for approval.
9. Upon approval by the ASA subcommittee, the report and its recommendations will be presented to the full EOC for approval.

10. Upon approval by the full EOC, the report and its recommendations will be forwarded to the Superintendent of Education.

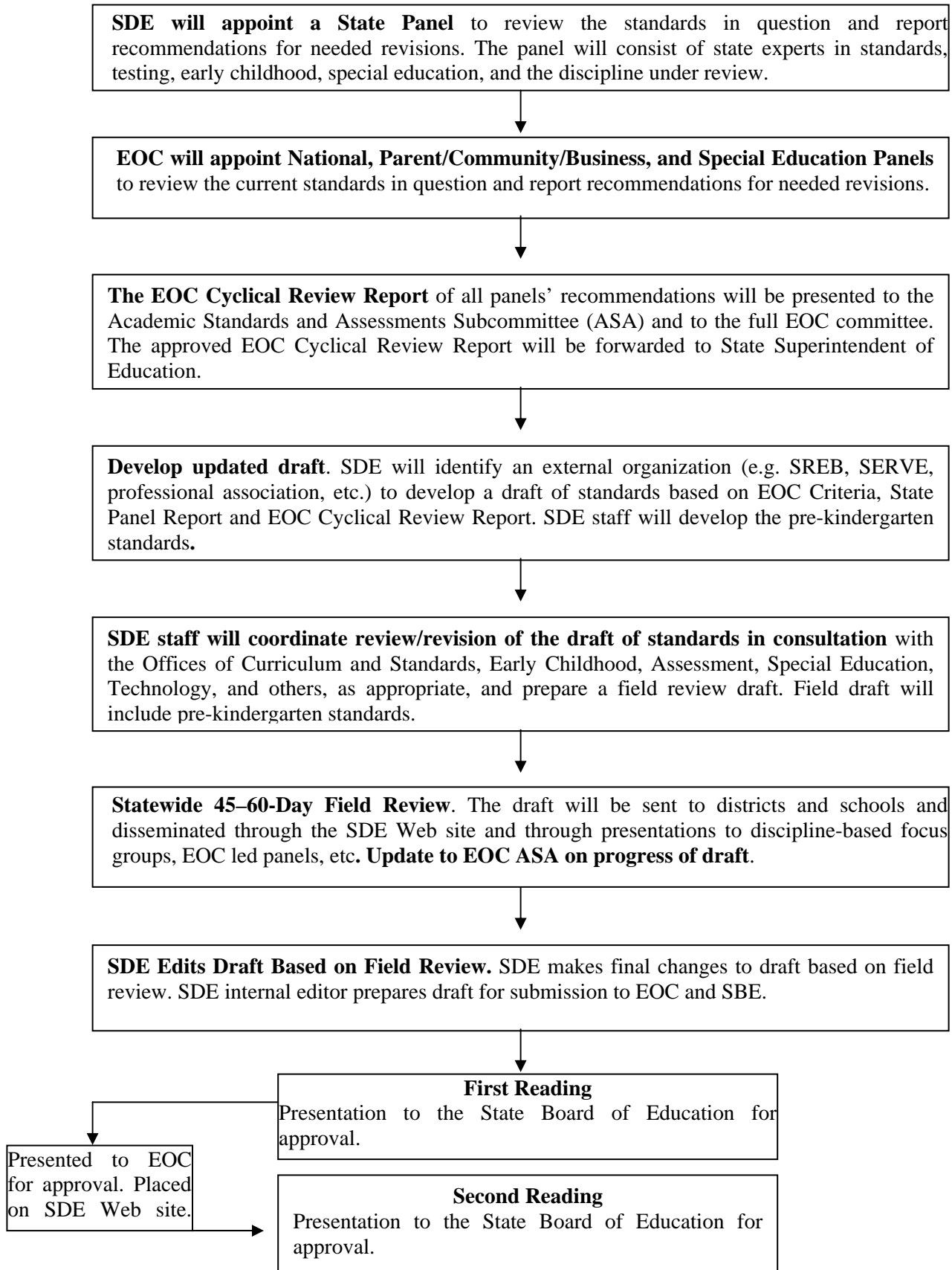
Revision of Standards

11. SDE staff will identify an external organization (*e.g.*, SREB, SERVE, professional association, etc.) to develop a draft of the standards under review based on the EOC criteria, the State Panel report, and the EOC Cyclical Review Report. SDE staff will develop the pre-kindergarten standards.
12. SDE staff will coordinate review/revision of the draft in consultation with the Offices of Curriculum and Standards, Special Education, Assessment, Technology, Early Childhood, and others, as appropriate.
13. SDE will prepare a field review version of the updated draft to include pre-kindergarten standards.
14. Draft of the standards will be disseminated for a 45–60-day field review period to South Carolina educators. The draft will be disseminated through the SDE Web site and through presentations to discipline-based focus groups, EOC led panels, etc.
15. SDE staff will provide an update on the progress of the review to the ASA subcommittee of the EOC.
16. Upon completion of the field review, SDE staff will coordinate any needed changes to the draft.
17. Revised draft will be edited by the SDE internal editor to meet the guidelines in the *State Department Manual of Style*.

Approval of Standards

18. Revised academic standards will be submitted to the State Board of Education for first reading approval.
19. Revised academic standards will be submitted to the ASA subcommittee of the EOC for approval.
20. Upon approval by the ASA subcommittee, the revised academic standards will be submitted to the full EOC for approval.
21. Upon approval by the full EOC, the revised academic standards will be placed on the SDE Web site and submitted to the SBE for second reading approval.
22. Newly adopted academic standards will be disseminated to South Carolina school personnel and school districts and placed on the SDE Web site.

Schematic Outline of the Schedule Established by the SDE and EOC for the Cyclical Review and Update of the PreK–12 Academic Standards



IV. Process for the Development of New Academic Standards

Section 59-18-320 - (D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

The South Carolina State Department of Education (SDE) and the South Carolina Education Oversight Committee (EOC) staff will determine jointly a schedule for the development of new academic standards in accordance with the South Carolina law. The following steps will occur.

Development of Standards

1. SDE and EOC staff will establish jointly a schedule of development activities.
2. SDE will either identify a development team which consists of experts in testing and the discipline (including special education and early childhood experts, if appropriate) or the SDE will identify an external organization (*e.g.*, SREB, SERVE, professional association, etc.) to develop a draft of the new standards. SDE staff will develop PreK standards. The EOC criteria and the generic specifications for academic standards will be used by the team/external organization.

Review of Standards

3. EOC staff will identify a review panel from national educators or education groups to include experts in assessment.
4. EOC staff will identify a review panel from South Carolina parents, community leaders and business leaders.
5. EOC staff will identify a review panel of South Carolina special education teachers.
6. The three EOC panels will review the draft of new standards and report recommendations for needed revisions. SDE and EOC staff will be invited to all review panel and team meetings held by the other agency.
7. EOC staff will prepare a report on the review of the new standards by the three external panels.
8. The review report, including recommendations for changes to the new standards, will be presented to the Academic Standards and Assessments Subcommittee (ASA) of the EOC for approval.
9. Upon approval by the ASA subcommittee, the review report and its recommendations will be presented to the full EOC for approval.
10. Upon approval by the full EOC, the review report and its recommendations will be forwarded to the Superintendent of Education.

Revision of Standards

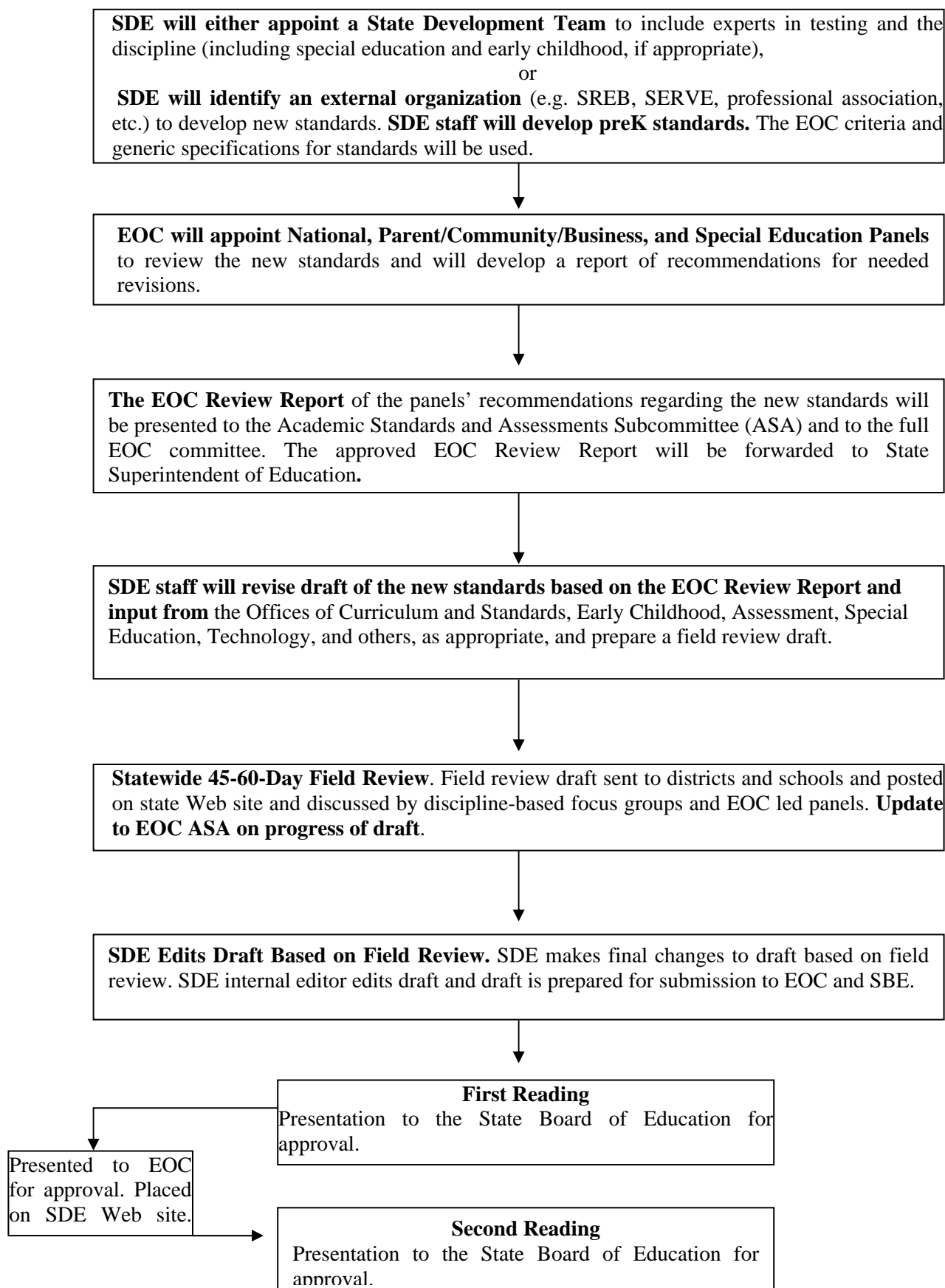
11. SDE staff will revise the draft of the new standards based on the EOC review report and input from the Offices of Curriculum and Standards, Special Education, Assessment, Technology, and Early Childhood as appropriate.
12. SDE will prepare a field review version of the new standards.
13. Draft of the standards will be disseminated for a 45–60-day field review period to South Carolina educators. The draft will be disseminated through the SDE Web site and through presentations to discipline-based focus groups, EOC led panels, etc.
14. SDE staff will provide an update on the progress of the draft to the ASA subcommittee of the EOC.
15. Upon completion of the field review, SDE staff will coordinate any needed changes to the draft.

16. Revised draft will be edited by the SDE internal editor to meet the guidelines in the *State Department Manual of Style*.

Approval of Standards

17. Revised academic standards will be submitted to the State Board of Education for first reading approval.
18. Revised academic standards will be submitted to the ASA subcommittee of the EOC for approval.
19. Upon approval by the ASA subcommittee, the revised academic standards will be submitted to the full EOC for approval.
20. Upon approval by the full EOC, the revised academic standards will be placed on the SDE Web site and submitted to the SBE for second reading approval.
21. Newly adopted academic standards will be disseminated to South Carolina school personnel and school districts and placed on the SDE Web site.

Schematic Outline of the Schedule Established by the SDE and EOC for the Development of New Academic Standards



V. Process for Cyclical Review and Update of PreK–12 Standards for the Visual/Performing Arts, Foreign Languages, Physical Education, and Health/Safety Education

The South Carolina State Department of Education (SDE) staff will determine when pre-K–12 (current) standards in visual/performing arts, foreign languages, physical education, and health/safety education will be revised. When the time arrives for the review of a discipline, the following steps will occur.

Review of Standards

1. SDE staff will establish a schedule of activities.
2. SDE will identify a state panel to review the standards and recommend changes to the standards. The panel will consist of state experts in standards, testing, early childhood, special education, technology, and the discipline under review.

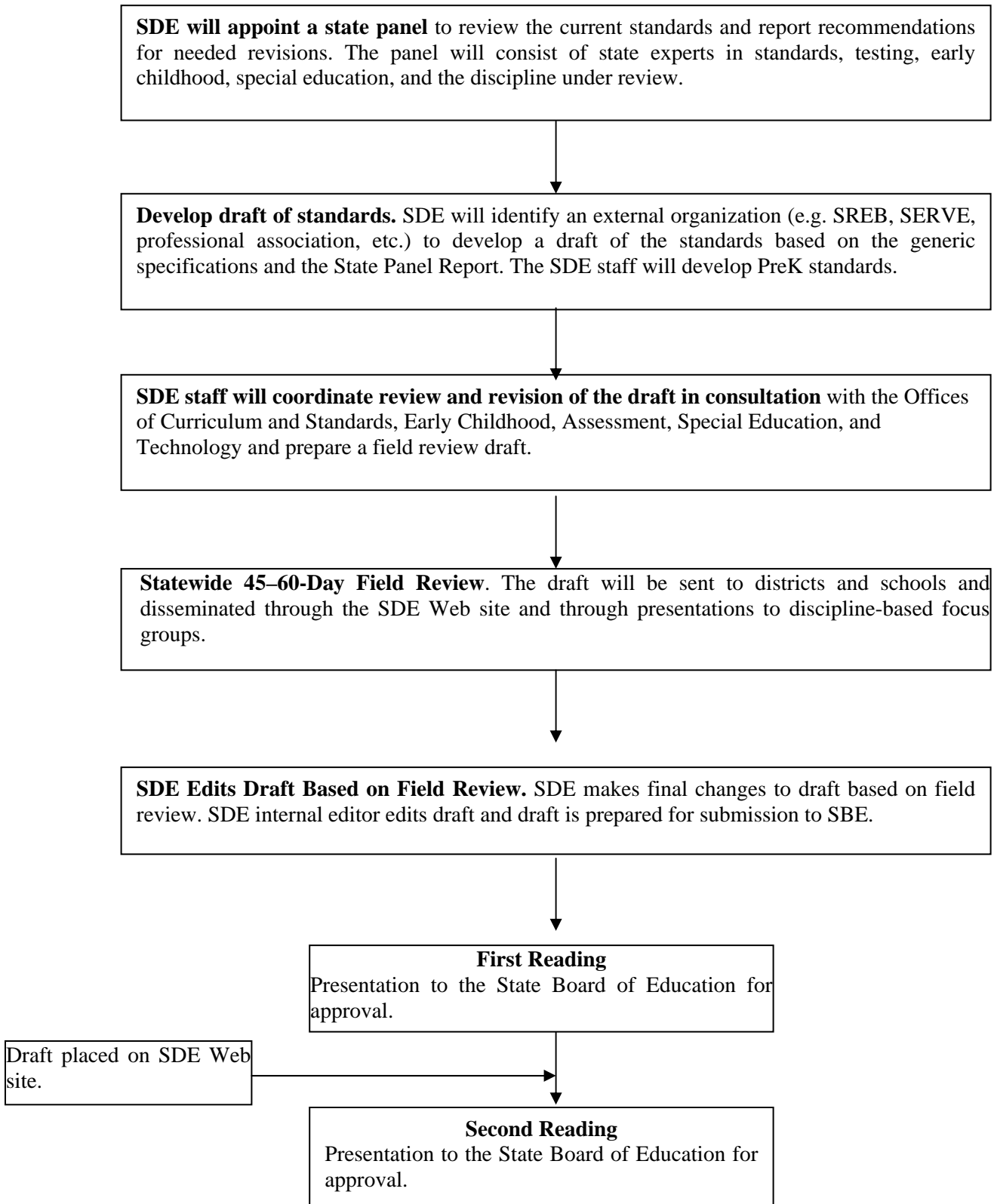
Revision of Standards

3. SDE staff will identify an external organization (*e.g.*, SREB, SERVE, professional association, etc.) to develop a draft of the K–12 standards based on the generic specifications for standards and the State Panel report. The SDE will develop PreK standards.
4. SDE staff will coordinate review of the draft in consultation with the Offices of Curriculum and Standards, Special Education, Assessment, Technology, Early Childhood, and other offices, as appropriate.
5. SDE will prepare a field review version of the standards.
6. Draft of the standards will be disseminated for a 45–60-day field review period to South Carolina educators. The draft will be disseminated through the SDE Web site and through presentations to discipline-based focus groups.
7. Upon completion of the field review, SDE staff will coordinate any needed changes to the draft.
8. Revised draft will be edited by the SDE internal editor to meet the guidelines in the *State Department Manual of Style*.

Approval of Standards

9. Revised academic standards will be submitted to the State Board of Education for first reading approval.
10. Revised academic standards will be placed on the SDE Web site and submitted to the SBE for second reading approval.
11. Newly adopted academic standards will be disseminated to South Carolina school personnel and school districts and placed on the SDE Web site.

**Schematic Outline of the Process for the Review and Revision of PreK–12
Visual/Performing Arts, Foreign Languages, Physical Education, and Health/Safety
Education Standards**



Timeline for Cyclical Review and Update of Standards
(Based on Section 59-18-360 as amended June 5, 2003)

Social Studies													
Standards Review	10/03	9/04	12/04	4/05	12/05	4/06	9/06	12/06	4/07	12/07	4/08	9/08	12/08
	Review	Review	SBE adopts										

Science													
Standards Review	10/03	9/04	4/05	12/05	1/06	9/06	12/06	4/07	9/07	12/07	4/08	9/08	12/08
		Review	Review	SBE adopts									

Mathematics												
Standards Review	9/06	4/07	12/07	4/08	12/08	4/09	12/09	4/10	12/10	4/11	9/11	4/12
	Review	Review	SBE adoptst									

English Language Arts												
Standards Review	9/06	4/07	12/07	4/08	12/08	4/09	12/09	4/10	12/10	4/11	9/11	4/12
					Review	Review	SBE adopts					

Foreign Languages													
Standards Review	9/03	9/04	4/05	12/05	4/06	9/06	12/06	4/07	9/07	12/07	4/08	9/08	12/08
					Review	Review	SBE adopts						

Physical Education												
Standards Review	9/03	9/04	12/04	12/05	4/06	9/06	12/06	4/07	12/07	4/08	9/08	12/08
										Review	Review	SBE adopts

Visual and Performing Arts													
Standards Review	9/06	12/07	4/08	12/08	1/09	9/09	12/09	4/10	12/10	4/11	9/11	4/12	12/12
							Review	Review	SBE adopts				

**Standard Operating Procedure
for the Cyclical Review of the South Carolina PreK–12 Academic
Standards and for the Development of New Academic Standards
(Revised September 2003)**

These standard operating procedures for standards review, revision, and development are agreed upon by both the State Department of Education and the Education Oversight Committee. If these procedures need modification, both groups will participate in the revisions.

Sandra R. Lindsay, Deputy Superintendent
Division of Curriculum Services and Assessment
State Department of Education

Date

Jo Anne Anderson, Executive Director
Education Oversight Committee

Date

APPENDIX B

Review of the South Carolina Social Studies Curriculum Standards 2000
Executive Summary: Social Studies State Panel
October 2003

The Education Accountability Act (EAA) of 1998 requires the adoption and review (every seven years) of grade-specific educational standards in the core academic areas. Staff members of the South Carolina Department of Education (SDE) and the South Carolina Education Oversight Committee (EOC) developed a document entitled the *Standard Operating Procedure for the Cyclical Review of the South Carolina PreK–12 Academic Standards (SOP)* to comply with EAA requirements.

The current social studies standards will be reviewed and revised as necessary by December 2004 through the use of a step-by-step process outlined in the *SOP*. One of the first steps in this process is to appoint and convene a state panel to review the current standards and report recommendations for needed revisions to the SDE. Criteria for the selection of panel members require that individuals be

- recognized as experts in the field of social studies (having written, taught, lectured, or practiced for at least five years) or
- recognized as experts in standards, testing, early childhood, or special education and
- not currently working within the SDE.

Panel members for the review of social studies were chosen not only because of their expertise but also because of their experiences with professional associations and organizations (e.g., S.C. Council for Social Studies, S.C. Geographic Alliance, S.C. Council on Economic Education, S.C. Council on History Education) and their work experiences at the elementary, middle, high school, college/university, and/or district levels. Gender, race, geographic area, and professional recommendations were also facts in the selection of the panel members. The following individuals were chosen as members of the Social Studies State Panel:

Iris Aschenbrand, Anderson School District One
Ricky Blackman, Fort Mill School District Four
Martha Bohnenberger, Spartanburg School District Five
Mary Paige Boyce, Richland School District Two
Monti Carter Caughman, Lexington School District One
Stephen Corsini, School District Five of Lexington and
Richland Counties
Debra Crews, Lexington School District One
Jason Culbertson, Laurens County School District Fifty-Six

Jeanie Dailey, Horry County Schools
Dr. Jane Eason, Richland School District One
Phyllis Gantt, Aiken County Public Schools
Barbara Hairfield, Charleston County School District
Kathy Hogan, School District Five of Lexington and Richland
Counties
Laura Kiser, York School District Two
Dr. George Lipscomb, Furman University
Dr. Paul Peterson, Coastal Carolina University

Carol Poole, Berkeley County School District
Robert Rogers, Marion School District Seven
Tara Sides, Spartanburg County School District Six
Bill Smyth, Charleston County School District
Pearline Stevenson, Orangeburg Consolidated School District
Four

Cynthia Stroud, Greenville School District
Maria Thomas, Sumter School District Two
Debbie Willingham, Greenville County School District
Dan Wuori, School District Five of Lexington and Richland
Counties

Review Process

The members of the Social Studies State Panel met on October 9 and 10, 2003, to discuss and review the current social studies standards and report to the SDE their recommendations for needed revisions. SDE facilitators at the meetings included James Bryan, Cindy Saylor, Dr. Andrea Keim, and Dr. Pat Mohr in the Office of Curriculum and Standards and Dr. Jim Casteel and Dr. Leslie Skinner in the Office of Assessment. Dr. Paul Horne, a member of the Education Oversight Committee, also attended.

Prior to the October meeting, the Panel members were sent rating forms to use in reviewing the standards and in seeking input from their colleagues regarding the standards. During the meeting, participants met as table groups organized by the school/grade levels described in the current standards (elementary, middle, grades nine and ten, and grades eleven and twelve). Using the ratings of each panel member, each table group reached a decision regarding the EOC criteria in each of the five dimensions: comprehension/balance, rigor, measurability, manageability, and organization/communication. The Panel members used the following 4-point rating scale to describe the degree to which the standards met each specific criterion:

- 1 = Less than 25 percent of the standards met this criterion.
- 2 = 25 to 49 percent of the standards met this criterion.
- 3 = 50 to 75 percent of the standards met this criterion.
- 4 = Over 75 percent of the standards met this criterion.

Table 1, below, provides a narrative interpretation of the Panel's numerical ratings (see table 2) for the 2000 social studies standards. A *satisfactory* rating in table 1 indicates that the Panel used the particular criterion to rate the social studies standards with mostly 4s. A *satisfactory with exceptions* finding means the Panel rated the standards with 2s, 3s, and 4s. Standards that received mostly 1s and 2s were rated as *unsatisfactory*. Panel member comments are included to illustrate specific concerns. The Panel rating forms and the EOC criteria are available on-line at http://www.myschools.com/offices/cso/social_studies/social.htm.

Table 1: Findings and Recommendations Based on State Panel Ratings of EOC Criteria

Comprehensiveness and Balance (CB)		Findings	Comments and Recommendations
CB-1	Standards address essential content and skills of social studies.	<i>Satisfactory with exceptions</i> Note problems at the secondary level.	<ul style="list-style-type: none"> • Lack of content on the three branches of government at the national level. • Standards on Greece and Rome should be included at grades 9–10. • Personal finance standards should be added.
CB-2	Standards are aligned across the grade levels as appropriate for the content and skills.	<i>Satisfactory with exceptions</i> Note gaps and redundancies at the secondary level.	<ul style="list-style-type: none"> • The alignment of grade 6 and 7 standards with standards in grades 9 and 10 is poor. • The cognitive rigor of standards should be higher when content is the same across nonadjacent grade levels (i.e., grades 8 and 11). • Content is repeated in grades 7, 8, and 10 and in political science in grade 12.
CB-3	Standards have an appropriate balance of the content and skills needed for mastery of each area in social studies.	<i>Satisfactory with exceptions</i> Note exceptions at the secondary level.	<ul style="list-style-type: none"> • Grades 9–10 are balanced overall, but there is a concern about the process and content skills in geography and history. • Process standards should be more easily accessible to the teacher: they should not be in a separate document.
CB-4	Standards reflect diversity (especially for ethnicity and gender) as appropriate for the social studies.	<i>Satisfactory with exceptions</i> Note the exceptions in the earlier grades.	<ul style="list-style-type: none"> • Introduce diversity earlier in the elementary grades and make it more specific. • Using specific names, dates, and events as examples can enhance diversity.

Table 1: Findings and Recommendations Based on State Panel Ratings of EOC Criteria

Rigor (R)		Findings	Comments and Recommendations
R-1	Standards focus on cognitive content and skills (not affect).	<i>Satisfactory with exceptions</i>	<ul style="list-style-type: none"> There are some concerns about the secondary political science standards, but participants felt the problem was largely due to a lack of specificity.
R-2	Standards are developmentally appropriate for the grade level.	<i>Satisfactory with exceptions</i>	<ul style="list-style-type: none"> At the elementary level, many standards sound too “advanced” and do not take into account the broad range of student differences and teacher training.
R-3	A sufficient number of standards require application of learning (application, analysis, synthesis, and evaluation).	<i>Satisfactory with exceptions</i>	<ul style="list-style-type: none"> At the middle level, a majority of standards require low cognitive levels. More applications would improve the standards at the 11–12 grade level in economics.
R-4	Standards are informed by the content and skills set forth in national and international standards.	<i>Satisfactory</i>	<ul style="list-style-type: none"> Updates on the Keynesian model would be helpful in economics at the 11–12 grade level.
R-5	Standards are written at a level of specificity that will best inform instruction for each grade level.	<p><i>Unsatisfactory</i></p> <p>This criterion generated the lowest rating of all the criteria.</p>	<ul style="list-style-type: none"> At the elementary level, more details are needed (e.g., key figures, main events, major causes). At the middle level, more specifics should be provided (e.g., which world conflicts?). At the secondary level, teachers need more direction that could be provided through specifics (e.g., what empires?)

Table 1: Findings and Recommendations Based on State Panel Ratings of EOC Criteria

Organization and Communication (OC)		Findings	Comments and Recommendations
OC-1	The content and skills in the standards are organized in a way that is easy for teachers to understand and follow.	<i>Unsatisfactory</i> Note issues at the middle and secondary levels.	<ul style="list-style-type: none"> Chronological standards in grade 7 are too broad and unclear. Change the four-column format and clarify where the standards for grade 9 should end and those for grade 10 should begin. At the secondary level, some standards are so vague they are useless, and some standards cover large periods of time that overlap with other standards.
OC-2	The format and wording are consistent across the grade levels.	<i>Satisfactory</i>	<ul style="list-style-type: none"> General comments indicated there are no problems with the standards meeting this criterion.
OC-3	The expectations for student learning are clearly and precisely stated for each grade level.	<i>Unsatisfactory</i> Specificity is again the major issue.	<ul style="list-style-type: none"> Confusion will result from the lack of specific information about key events, key figures, and so forth in the elementary grades. Many standards are vague and ambiguous at the middle and secondary levels.
OC-4	The standards use the appropriate terminology of the field but are as jargon-free as possible.	<i>Satisfactory with exceptions</i>	<ul style="list-style-type: none"> A glossary needs to be provided for each grade/course. Grades 9–10 (geography) standards are full of jargon.

Table 1: Findings and Recommendations Based on State Panel Ratings of EOC Criteria

Measurability (ME)		Findings	Comments and Recommendations
ME	The content and skills presented in the standards are assessable (observable and demonstrable).	<i>Satisfactory with exceptions</i> Note exceptions at the secondary levels.	<ul style="list-style-type: none"> At the 9–10 level, the language is assessable in a general way, but the content is too unwieldy to be assessed. At the 11–12 level, assessment is difficult due to the lack of detail in the standards.
Manageability (MA)		Findings	Comments and Recommendations
MA	The number and scope of the standards for each grade level are realistic for teaching and learning and for student mastery within the academic year.	<i>Unsatisfactory</i> Lack of specificity are issues.	<ul style="list-style-type: none"> Standards for grades 7 and 8 (especially grade 7) are overly broad, containing too few specifics. At the 9–10 level, the standards are manageable for a two-year course but are far too much for students to learn in one year. The scope is too broad for teaching and learning and for student mastery within one year at the middle and secondary levels.
<p style="text-align: center;">Summary of Comments on Special Issues</p> <p>The Panel was also asked to offer comments and recommendations on two major questions: should we keep or change the scope and sequence presented in the 2000 standards document, and how should we handle the process standards in the upcoming revision? A copy of the Panel groups reports on these issues are may be found at http://www.myschools.com/offices/cso/social_studies/social.htm. The following are highlights of the Panel’s reports:</p> <p>A. All Panel groups reported that the scope and sequence in the current document need minor revisions. At the elementary and middle grades, the Panel suggested renaming the grade descriptions in order to describe more clearly what will be taught in those grades. At the secondary level, the discussion focused on the alignment across grades with similar content.</p> <p>B. All Panel groups reported that the process standards should be revised, suggesting either rewriting the process standards and infusing them into the content standards or creating a set for each grade.</p>			

Table 2: State Social Studies Panel Numerical Ratings for EOC Criteria

EOC Dimensions and Criteria		Ratings* by School/Grade Level					
Comprehensiveness and Balance (CB)		Elem.	Mid.	HS 9–10	HS 11–12 [†]		
					H	PS	E
CB-1	Standards address essential content and skills of social studies.	3	4	4	2	2	3
CB-2	Standards are aligned across the grade levels as appropriate for the content and skills.	3	3	1	NR [‡]	2	4
CB-3	Standards have an appropriate balance of the content and skills needed for mastery of each area in social studies.	3	4	4	2	3	3
CB-4	Standards reflect diversity (especially for ethnicity and gender) as appropriate for the social studies.	2	3	4	3	4	4
Rigor(R)					H	PS	E
R-1	Standards focus on cognitive content and skills (not affect).	4	3	4	4	2	4
R-2	Standards are developmentally appropriate for the grade level.	2	3	4	4	4	4
R-3	A sufficient number of standards require application of learning (application, analysis, synthesis, and evaluation).	4	3	4	3	4	3
R-4	Standards are informed by the content and skills set forth in national and international standards.	4	4	4	4	4	3
R-5	Standards are written at a level of specificity that will best inform instruction for each grade level.	2	1	1	1	2	3

Table 2: State Social Studies Panel Numerical Ratings for EOC Criteria

EOC Dimensions and Criteria		Ratings* by School/Grade Level					
Organization and Communication (OC)		Elem.	Mid.	HS 9–10	HS 11–12 [†]		
					H	PS	E
OC-1	The content and skills in the standards are organized in a way that is easy for teachers to understand and follow.	4	2	1	1	2	4
OC-2	The format and wording are consistent across the grades levels.	4	4	4	4	4	4
OC-3	The expectations for student learning are clearly and precisely stated for each grade level.	2	1	1	1	1	3
OC-4	The standards use the appropriate terminology of the field but are as jargon-free as possible.	4	3	3	4	4	4
Measurability (ME)					H	PS	E
ME	The content and skills presented in the standards are assessable (observable and demonstrable).	3	3	NR [‡]	2	2	3
Manageability (MA)					H	PS	E
MA	The number and scope of the standards for each grade level are realistic for teaching and learning and for student mastery within the academic year.	NR [‡]	1	1	1	1	1

* Ratings: 1 = Less than 25 percent of the standards met this criterion.
2 = 25 to 49 percent of the standards met this criterion.

3 = 50 to 75 percent of the standards met this criterion.
4 = Over 75 percent of the standards met this criterion.

[†] High school standards in grades 11–12 were evaluated by strand: H=history, PS=political science, E=economics

[‡] NR=No rating was given by the Panel.